



Literacy Policy

At Laurel Avenue Community Primary School we define learning as a change to long term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge, that will support them in later life.

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This policy refers to Read, Write, Inc as our chosen programme and as such, should be read in conjunction with School Policy on the Teaching of Phonics.

Our curriculum includes 'Threshold Concepts' (the ideas that shape pupils' thinking), taken from Chris Quigley's 'Essentials Curriculum' in each subject to track pupils' learning through the Milestones.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge.

Writing Aims

We aim to ensure that all pupils gain:

- ◆ *The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.*
- ◆ *A vivid imagination which makes readers engage with and enjoy their writing.*
- ◆ *A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- ◆ *Well-organised and structured writing, which includes a variety of sentence structures.*
- ◆ *Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.*

- ◆ *A love of writing and an appreciation of its educational, cultural and entertainment values.*

Reading Aims

We aim to ensure that all pupils gain:

- ◆ *Excellent phonic knowledge and skills.*
- ◆ *Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.*
- ◆ *Knowledge of an extensive and rich vocabulary.*
- ◆ *An excellent comprehension of texts.*
- ◆ *The motivation to read for both study and for pleasure.*
- ◆ *Extensive knowledge through having read a rich and varied range of texts.*

Teaching

A range of teaching approaches are used in school.

In the Foundation Stage teaching is either whole class, individual or small group. In addition, the children learn through directed and self initiated play.

In KS1 and for some pupils in KS2, they are assessed and placed in smaller teaching groups to meet the group's needs for Read, Write, Inc Phonics teaching. English lessons are 60 minutes long with additional time planned each day for phonics/spellings, reading, grammar and handwriting activities. Extended writing sessions take place each Friday and also within foundation subjects at appropriate stages. Teaching can be individual, small group or whole class depending on the area of study.

Guided Reading sessions take place outside the Literacy session at a time suited to each class' timetable. Read, Write, Inc Phonic Programme work is taught throughout Early Years and Key Stage 1 and to pupils who need extra support in Key stage 2 access Fresh Start.

For handwriting we use Nexus 'Pegs to Paper' and associated resources including triangular pencils and pens throughout school. Pupils use pen from Year 3.

This structure is a guideline / frame only. Classroom practitioners may adapt the framework to suit the demands of the particular teaching focus, especially when engaging in cross curricular tasks and / or extended writing.

Curriculum Intent

Our Curriculum is underpinned by our core values and the three drivers. We use both the EYFS framework and the National Curriculum to shape the content and expectations of our curriculum. The Chris Quigley Essentials curriculum is used to help us structure this in each year group and look at progress within each phase. We have structured this so that each year group has:

- a) A clear list of what must be covered.*
- b) The threshold concepts pupils should understand.*
- c) Criteria for progression within the threshold.*
- d) Criteria for the depth of understanding (Basic, Advancing and Deep)*

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and backwards engineering' of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them.

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Read words accurately

This concept involves decoding and fluency.

Understanding texts

This concept involves understanding both the literal and more subtle nuances of texts.

Write with purpose

This concept involves understanding the purpose of purposes of a piece of writing.

Use imaginative description

This concept involves developing an appreciation of how best to convey ideas through description.

Use paragraphs

This concept involved understanding how to group ideas so as to guide the reader.

Use sentences appropriately

This concept involves using different types of sentences appropriately for both clarity and for effect.

Present neatly

This concept involves developing an understanding of handwriting and clear presentation.

Spell correctly

This concept involves understanding the need for accuracy.

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

Analyse writing

This concept involves understanding how grammatical choices give effect and meaning to writing.

Present writing

This concept involves learning to reflect upon writing and reading it aloud to others.

For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model.

Cognitive science tells us that working memory is limited and that cognitive load is too high if pupils are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for pupils to become creative thinkers, or have a greater depth of understanding, they must first master the basics, which takes time.

Within each milestone, pupils gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for pupils is to display sustained mastery at the advancing stage of understanding

by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time-scale for sustained mastery or greater depth is, therefore, two years of study.

The Diagram below shows a model of our curriculum structure:

Curriculum Map for Years 1 and 2			Curriculum Map for Years 3 and 4			Curriculum Map for Years 5 and 6		
Threshold Concepts								
Milestone 1			Milestone 2			Milestone 3		
B Year 1	A Year 1/2	D Year 2	B Year 3	A Year 3/4	D Year 4	B Year 5	A Year 5/6	D Year 6

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Our content is subject specific. We make intra-curricular links to strengthen schema. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Foundation Stage

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years

Foundation Stage (EYFS) Framework 2013.

By the end of the Foundation Stage children should:

Listen attentively in a range of situations.

Listen to stories, anticipate key events and respond with relevant comments, questions or actions.

Give attention to what other say and respond appropriately, while engaged in another activity.

Follow instructions involving several ideas or actions.

Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Express themselves effectively, showing awareness of the listeners' needs.

Use past, present and future forms accurately when talking about events.

Develop their own narratives and explanations by connecting ideas or events.

Read and understand simple sentences.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Demonstrate understanding when talking with others about what they have read.

Use phonic knowledge to write words in ways which match their spoken sounds.

Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Spell some words correctly and other in a phonetically plausible way.

(EYFS profile 2013)

Primary English Curriculum

The English programme of study (2014) is based on 4 areas:

Spoken language

Reading

Writing

Spelling, grammar, punctuation and vocabulary

The 2014 National Curriculum is divided into 3 Key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The 2014 National Curriculum , gives detailed guidance of what should be taught at each Key stage under the following headings.

Spoken language

Reading - word reading, comprehension

Writing – transcription, spelling, handwriting and presentation, composition

Grammar and punctuation

Pupils start on the Read, Write, Inc Phonics programme from Reception, working through at their own level and pace within Year 1 and into Year 2. Within Year 2, we aim for pupils to have achieved the standards within the Phonics Programme and move on to the Language and Literacy programme. Some pupils may still work on the Phonics programme within Year 2 and into Key Stage 2 if this is relevant to their learning.

In Year 2 and throughout Key stage 2, pupils work on Read, Write, Inc Language and Literacy programmes as the main focus within daily Literacy lessons.

Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group that they teach.

Planning is based on

EYFS Framework

National Curriculum

Chris Quigley Essentials Curriculum

Read, Write, Inc.

Planning is taken from Read, Write Inc. Scheme for Phonics and Language and Literacy. Teaching staff oversee all planning for all groups which is annotated to make relevant to groups' needs.

English is taught both as a discrete subject and cross curricular. English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.

Assessment and Record Keeping

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Assessment is on a continuous basis, taking into account the children's work throughout the year. Attainment and progress is tracked termly using Chris Quigley Milestones:

Basic: *Following instructions, modelling, explaining, acquiring, refining, high level support*

Advancing: *Decision making, reminding, guiding, applying, practising, medium level of support*

Deep: Multi-steps – more than one outcome, justification, coaching, probing, deepening, extending, low level of support.

Milestone 1: Year 1 and 2

Milestone 2: Year 3 and 4

Milestone 3: Year 5 and 6

This assessment system shows both the breadth and depth of learning and is used to track children's progress and attainment.

*Work is monitored by the class teacher, Headteacher / English Subject Leader to assist in planning for future work to meet the needs of the children
A scrutiny of the work of all groups is carried out across the school with feedback given to individual teachers and assistants.*

*Read, Write, Inc assessment activities are used on a daily, weekly and termly basis.
As well as the end of Key Stage testing the school uses the Year 3, 4 and 5 optional SATs materials.*

Reading ages in Key Stage 2 are tracked using Salford Reading Test.

Entry to Nursery Profile is based on the Development Matters in EYFS

The staff carry out termly writing moderation activities.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.

We do, however, use probabilistic assessment based on deliberate practice. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We use comparative judgement in two ways: in the tasks we set and in comparing a pupil's work over time.

We use lesson observations to see if the pedagogical style matches our depth expectations.

Reporting

All parents receive an annual written report on which there is a summary of their child's effort and progress in reading and writing over the year. This is led by the children who identify their own successes and challenges throughout the year. At the end of KS1 and KS2, each pupil's

level of achievement against national standards is included as part of their annual written report.

All children are given individual targets during their Assertive Mentoring sessions held once a term and these are shared with parents.

Homework

All children in KS1 and KS2 are expected to read at least three times a week and to make a comment in their reading record book. Each week children have spellings to learn and will have additional literacy homework.

Special Educational Needs and Disability

All children receive high quality inclusive teaching. Where possible, we aim to fully include SEND pupils in the daily Literacy lessons so that they benefit from quality first teaching as well as high levels of individual support and participating with other children in demonstrating and explaining their methods. There are high expectations for all pupils. Resources are provided to encourage children to learn independently and support their learning. Specialist resources are also used, where appropriate. When planning, teachers will address the child's needs through simplified, extended or modified tasks. Support staff are deployed effectively to support, extend and challenge children in their learning

Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents/Carers are consulted and, if possible, support given with advice on reading at home and learning key words.

Pupils with special educational needs should have full access to the English curriculum. For children with Education Health and Care Plans, staff need to consider provision and classroom support for English activities.

Within the framework of the National Curriculum, children of all ages and abilities are catered for.

Gifted and Talented

Teachers' planning is differentiated and provides challenge for more able pupils. Having determined the pupils' needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus

ensuring steady progress is made. Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

Equal Opportunities

At Laurel Avenue Community Primary School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, religion or belief, ability, physical or sensory disability, sexual orientation or identity. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

Monitoring

The Literacy subject lead and class teachers are responsible for monitoring the standard of the children's work and the quality of teaching in Literacy. The subject lead is responsible for supporting teaching staff in the teaching of Literacy and for providing a strategic lead. The subject lead completes an annual report where they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Throughout each academic year, the subject lead will undertake the monitoring of Literacy across the school.

*Signed: V Mills
Coordinator
Date: January 2024*

*Signed: C Linfoot
Chair of Governors
Date: January 2024*

*Date of Policy: January 2024
Date of Review: January 2026*